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A COMPREHENSIVE PLAN FOR SOLUTION OF THE FUNCTIONALLY ILLITERATE PROBLEM, A REPORT ON THE PRESENT, A PLAN FOR THE FUTURE.

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THE EDUCATIONALLY DISADVANTAGED POPULATION (EDP), DEFINED AS THOSE PERSONS 18 YEARS OF AGE OR OVER WHO HAVE NOT COMPLETED EIGHT YEARS OF FORMAL SCHOOLING, CONTAINED AT LEAST 24 MILLION PEOPLE IN 1960. ALTERNATE PLANS HAVE BEEN DEVELOPED FOR A VOLUNTARY ADULT BASIC EDUCATION PROGRAM FOR THE EDP, USING A TIME SPAN OF 20 YEARS AND A METHOD FOR ENTERING EQUAL INCREMENTS OF THE EDP GROUPS. SINCE ABOUT 98 PERCENT OF THE PRESENT PROGRAM PARTICIPANTS ARE IN THE 18-64 AGE GROUP, THE PLAN DEVELOPED FOR THIS GROUP APPEARS TO BE A REALISTIC BASIS FOR PLANNING. IT PROVIDES FOR AN ORDERLY GROWTH IN PARTICIPANTS FROM ABOUT 0.9 MILLION TO A MAXIMUM OF 2.7 MILLION IN 1975. THE ANNUAL COST WOULD INCREASE FROM ABOUT $75 MILLION TO $235 MILLION AND THEN DECLINE TO ABOUT $55 MILLION IN THE TWENTIETH YEAR OF THE PLAN, HAVING REACHED ABOUT 13 MILLION PEOPLE. USING THE SINGLE CRITERION OF INCOME INCREASE, THE POTENTIAL ANNUAL BENEFITS OF THE PROGRAM ARE ABOUT FOUR TIMES THE ANNUAL COST. (THE DOCUMENT INCLUDES 15 CHARTS AND THREE TABLES WHICH SHOW THE 1960 EDP BY AGE GROUP AND SCHOOLING, AND BALANCED PROGRAM PLANS ANNUALLY TO 1987.) (AJ)

A COMPREHENSIVE PLAN FOR

Solution of the Functionally Illiterate Problem

A REPORT ON
THE PRESENT

A PLAN FOR
THE FUTURE

FOR THE
ADULT EDUCATION
BRANCH

U.S. OFFICE
OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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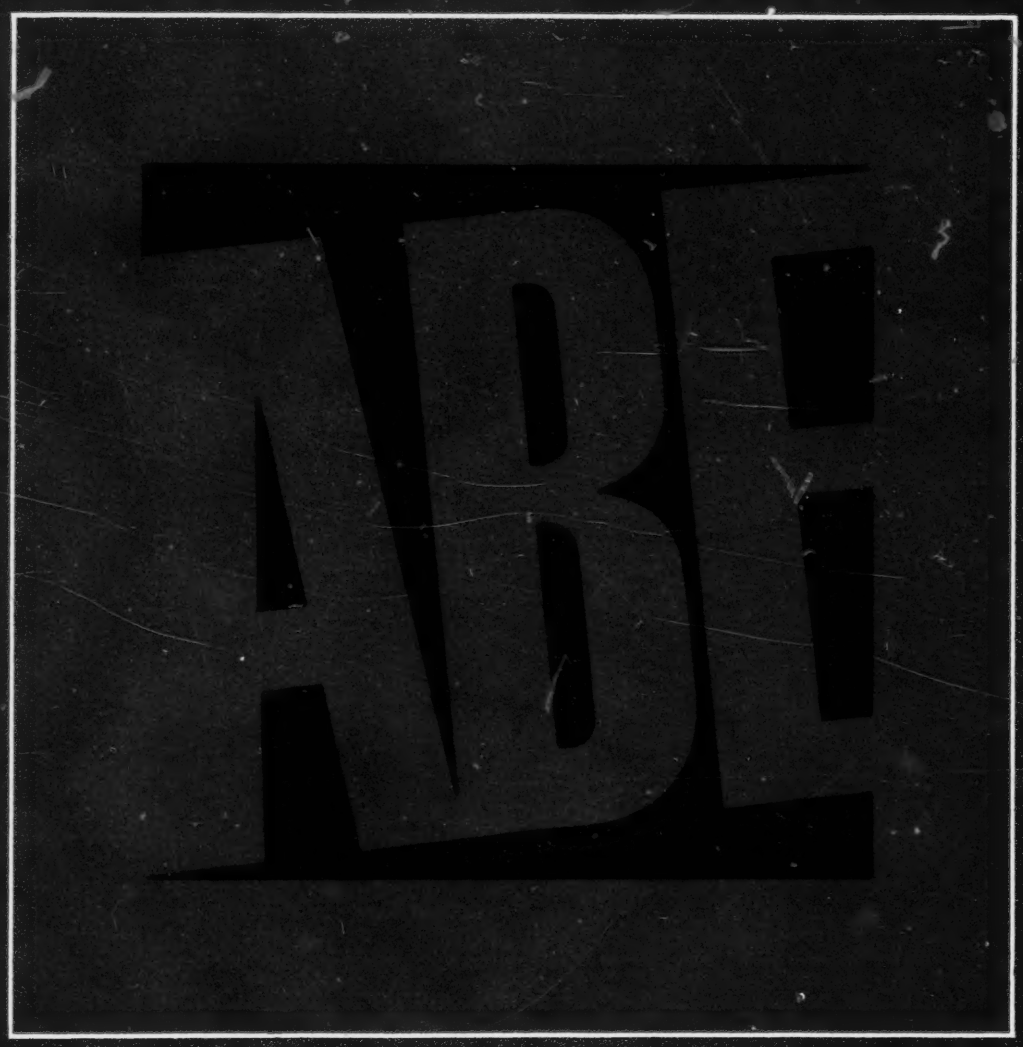

A Comprehensive Plan for

SOLUTION OF THE FUNCTIONALLY ILLITERATE PROBLEM

A Report on the Present
A Plan for the Future

For
Adult Education Branch
U.S. Office of Education

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TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY 1

THE EDP PROBLEM

- Past 7
- Present 11
- Future 17

PLANS FOR THE EDP

- Planning Objectives 27
- Time Span 28
- Costs 28
- Basic Plan 28
- Plans for the Projected EDP 29

COSTS AND BENEFITS 35

SUMMARY OF PLANS 41

EXHIBITS

Exhibit Number		Page
I	Educationally Disadvantaged Population in 1960	4
II	Educationally Disadvantaged Population by Age Group – 1960	15
III	Educationally Disadvantaged Population by Years of School Completed – 1960	16
IV	Distribution of EDP	19
V	Distribution of Population – 1960 Census	20
VI	Projected EDP	21
VII	Educationally Disadvantaged Population Projected to the Year 2008	21
VIII	Distribution of the Educationally Disadvantaged Population	23
IX	Planned Annual Size	30
X	Planned Program Completions	31
XI	Cumulative Completions	32
XII	Planned Annual Program Cost	33
XIII	Program Costs and Benefits 18 Years of Age and Over Balanced Program	38
XIV	Program Costs and Benefits 18-64 Age Group Balanced Program	39
XV	Program Costs and Benefits 20-54 Age Group Balanced Program	40

TABLES IN APPENDIX

Table 1	Educationally Disadvantaged Population (EDP) – 1960	44
Table 2	A Balanced ABE Program Plan for the Educationally Disadvantaged	45
Table 3	Program Plans for the Projected EDP	46

EXECUTIVE SUMMARY

Small classes and individualized instruction
are important aspects of
Adult Basic Education Programs

As the population in the United States grows and as life becomes increasingly complex in a modern society, the results of pressure on the under-educated become more and more visible. While a quantitative estimate of the correlation between education and social disorders is tenuous at best on present data, it is sobering to consider the fact that the under-educated constitute the bulk of the participants in disorders and in welfare programs.

For purposes of standardizing terms, the Educationally Disadvantaged Population (EDP) is defined as those people 18 years of age or over who have not completed 8 years of formal schooling. In 1960, the year of the last census, there were at least 24 million people in the EDP. It is estimated that without any Adult Basic Education (ABE) program, deaths would reduce this EDP only until about 1998. At that time, school dropouts from a growing population will probably more than offset the deaths among older members, and the size of the EDP will begin to increase.

The anti-social behavior of the EDP and the assistance programs required for them are a drain on this country's financial resources, to say nothing of the subtle impact on the public's emotional resources.

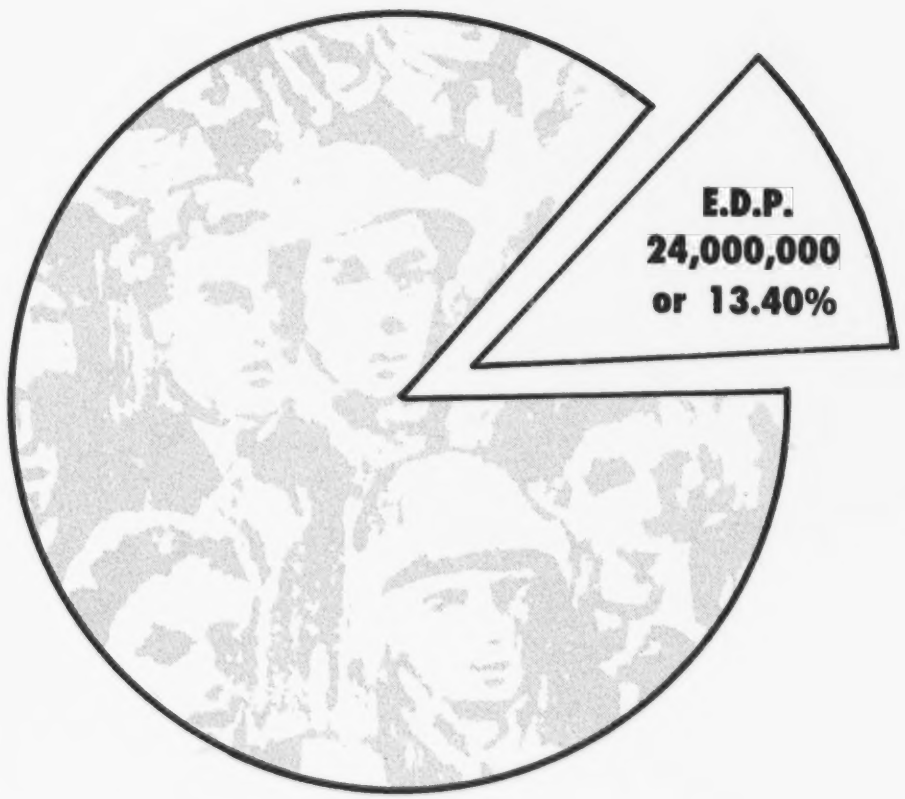
In purely economic terms, if the EDP were educated sufficiently, it seems highly likely that the drain on financial resources would be drastically reduced. In fact, these resources would probably be increased by additional tax collections.

Alternate plans were developed for an Adult Basic Education Program for the EDP. The basic plan which was developed seems feasible, and at the same time it includes a very high percentage of the potential participants. The plan for the 18-64 Age Group provides for an orderly growth in participants from about 0.9 million to a maximum of about 2.7 million in 1975. The annual cost would increase with participation from about $75 million to $235 million and then decline to about $55 million in the 20th year of the plan, having reached about 13 million people.

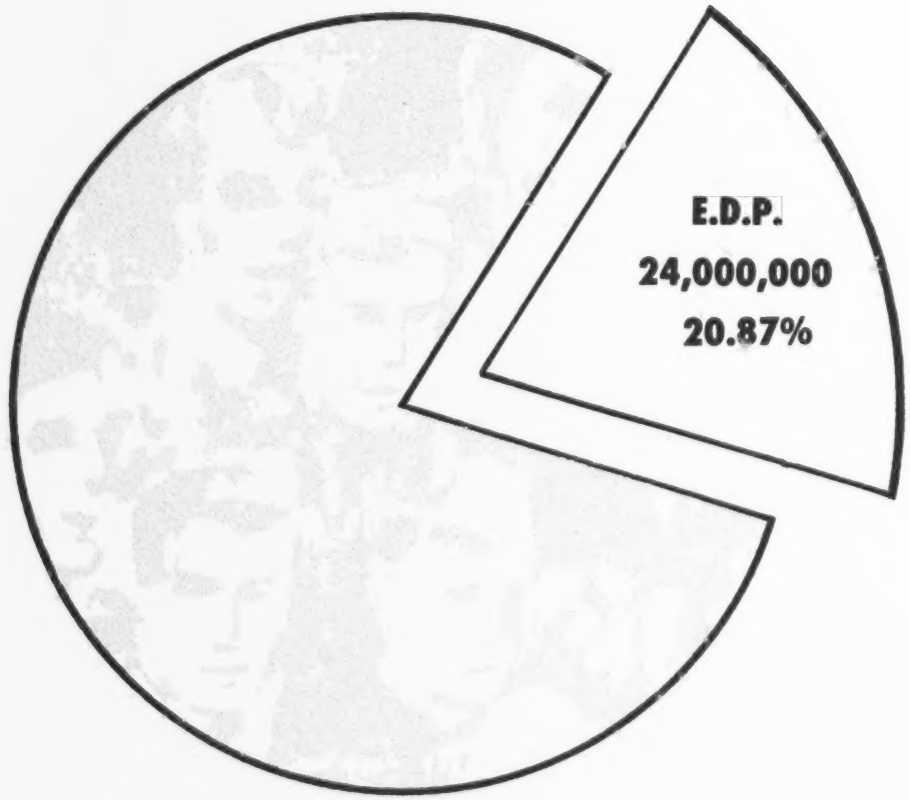
Although there are obviously many other benefits to this program, one of the benefits which can be measured is the increased income for graduates. Using this measure alone, the 18-64 program would probably increase the annual income of its graduates by more than $16 billion. This program could increase the lifetime incomes of its graduates by more than $400 billion.

Exhibit I

Educationally Disadvantaged Population in 1960



Total Population
179,000,000

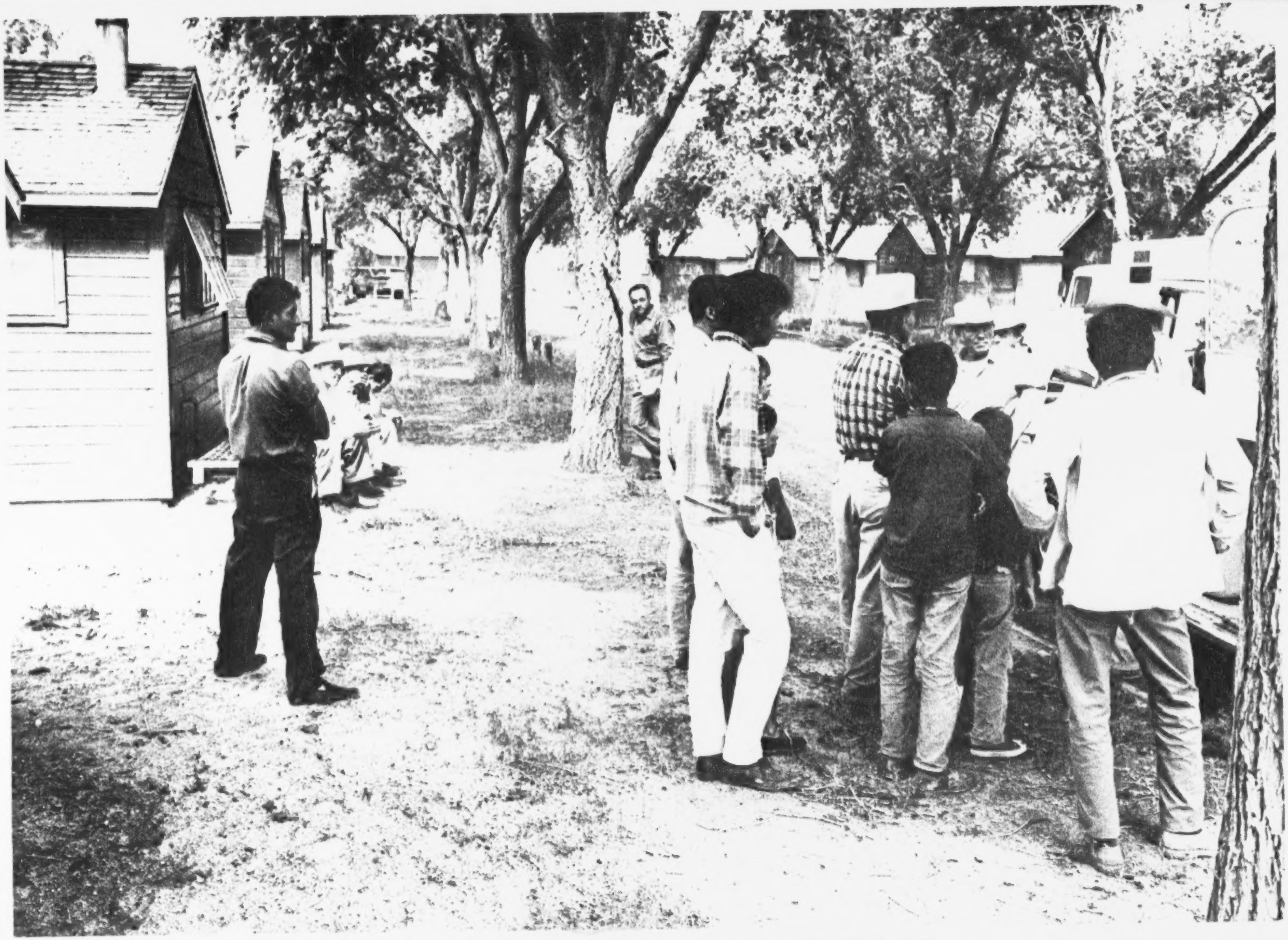


Total Population Over
18 Years of Age
115,000,000

THE EDP PROBLEM

- PAST
- PRESENT
- FUTURE

PAST



Adult Basic Education Programs reach many different groups of people.

BACKGROUND

At the time of the 1960 Census there were approximately 24 million people 18 years of age or older, who had not completed eight years of formal schooling. This population has been defined as the Educationally Disadvantaged Population (EDP), and it constituted at least 13 percent of the total population in 1960. The tremendous number of these undereducated people is increased by a group which has not been counted. These are individuals whose records indicate that they have completed more than eight years of formal schooling but did not retain an education equivalent to this level. These two groups of individuals are referred to as the "functionally illiterate", i.e., even though they may be able to read or write to some degree, they do not possess an education that will enable them to function effectively in a modern civilization.

THE PROBLEM

The "functionally illiterate" are a problem because of the inability of these educationally handicapped people to enter into the economic and civic life of the community to the fullest extent. This lack of participation is detracting, not only from the scope of the lives of the individuals, but from the economic, civic, and social strength of the nation.

THE SOLUTION

A great step toward a solution to this problem can be taken through the development of a national program to provide these individuals with an effective education. To attain the greatest benefit to both the individuals and the nation, the program should be broad enough to develop these individuals to their fullest potential. The magnitude of such an effort is huge; however, a plan can be developed and implemented for a minimum effort that will mark the first step in achieving the ultimate goal. The experience and information resulting from implementation of such a plan in a national program will provide the basis for the development of future plans and programs for achievement of the maximum benefits.

PRESENT

Adult students learn basic skills in many ways

Two major factors generally conceded to be responsible for the alarming increase in riots and civil disorders during the past few years are:

- The lack of education and educational opportunities for a large portion of our national population.
- The shortage of job opportunities for the undereducated.

EDP Size and Distribution

The most recent population count was conducted in April of 1960. Data developed from this tabulation were published in a report of the Bureau of Census entitled "1960 Census of Population, PC(1)-1D." Data extracted from these statistics on the detailed characteristics of the inhabitants of the United States are listed in Table 1 of the Appendix to this report to show the size and distribution by "Age Groups" and by "Years of School Completed" of the Educationally Disadvantaged Population as it existed in 1960.

Recent studies have indicated that a large portion of the total population was missed in the 1960 Census. According to estimates preferred by the U. S. Bureau of Census experts, the 1960 Census takers failed, for a variety of reasons, to count more than five million Americans, including two million Negroes. This produced a total count that was at least 3 percent short of the actual population. This error has been estimated by other sources to be as high as 20 percent of the total population.

EDP Characteristics

The characteristics of the Educationally Disadvantaged Population (EDP) place them in a category that would probably contain a much higher census error than the error for the total population.

The distribution of the EDP by age groups provides a starting point for analysis. The data from this 1960 Census, in Table 1, is presented graphically in Exhibit II. The significant points to note about this distribution are:

- Age group 55-59 is the largest with about 2-1/2 million people.
- 70 percent of the Educationally Disadvantaged Population were over age 45 in 1960.
- 48 percent were between ages 20 and 54.

Distribution by Years of Schooling

The detailed data on schooling of the EDP are in Table 1, and Exhibit III portrays graphically these relationships. Two facts are especially significant in developing an education program:

- More than half of the EDP in 1960 had completed 6th and 7th grade.
- About 10 percent had not completed even one year of school.

A more detailed analysis of this data indicates that it would have been necessary to provide approximately 77-1/2 million grade units of instruction to solve the 1960 "functionally illiterate" problem. This requirement for grade units of instruction was as follows:

Years of School Completed	Grade Population		Years of Education Required		Grade Units of Instruction Required
0	2,365,300	x	8	=	18,922,400
1	571,369	x	7	=	3,999,583
2	1,025,798	x	6	=	6,154,788
3	1,940,105	x	5	=	9,700,525
4	2,729,736	x	4	=	11,170,944
5	2,909,629	x	3	=	8,729,887
6	4,876,321	x	2	=	9,752,642
7	6,795,286	x	1	=	6,794,286
Total, 1960 Census data					75,225,055
3.1% Adjustment for Census Error					77,557,032

This population has undergone changes since 1960 that will affect these requirements. To estimate the present size of this population it will be necessary to project the 1960 data to the year 1968.

Exhibit II

Educationally Disadvantaged Population by Age Group – 1960

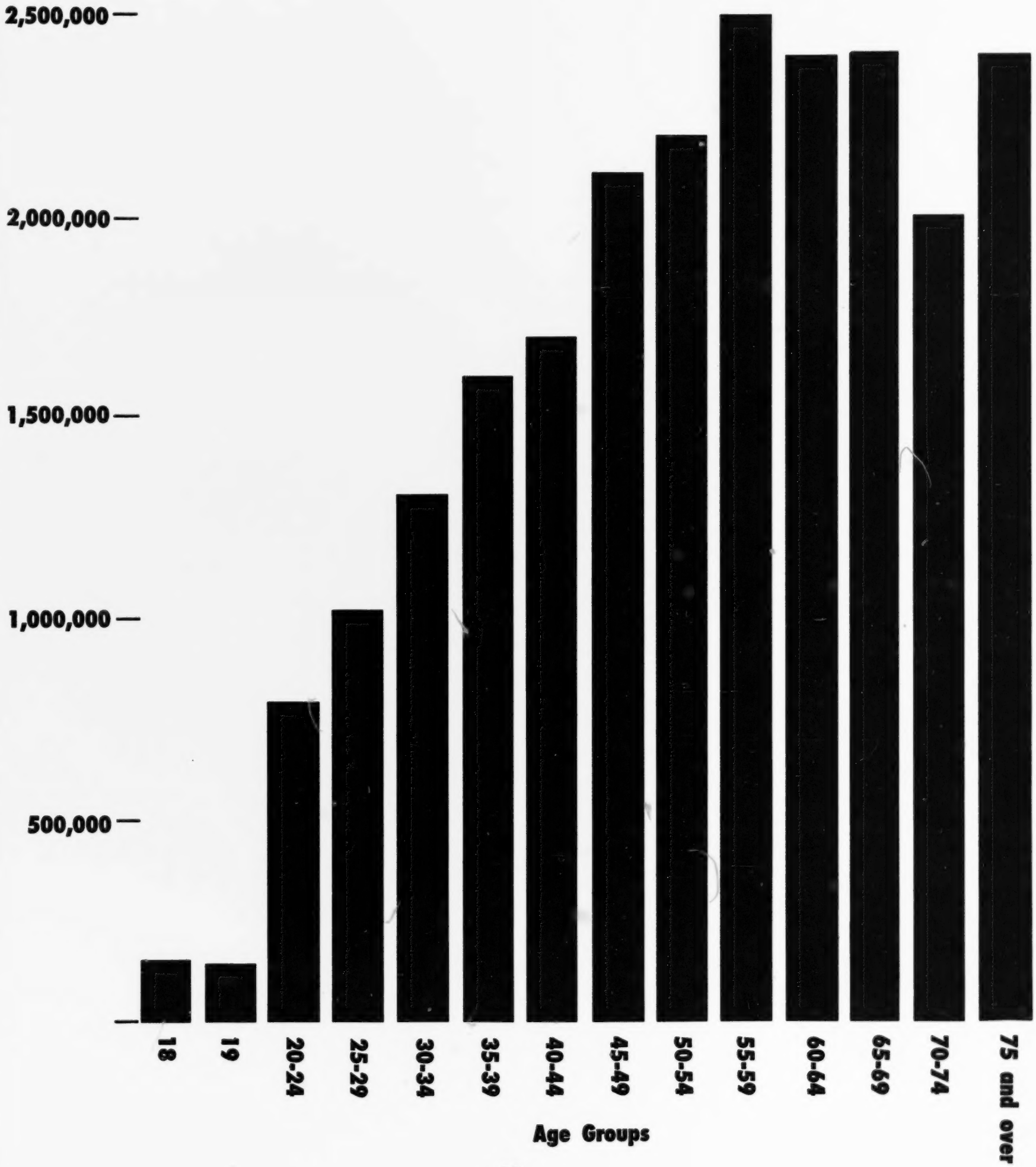
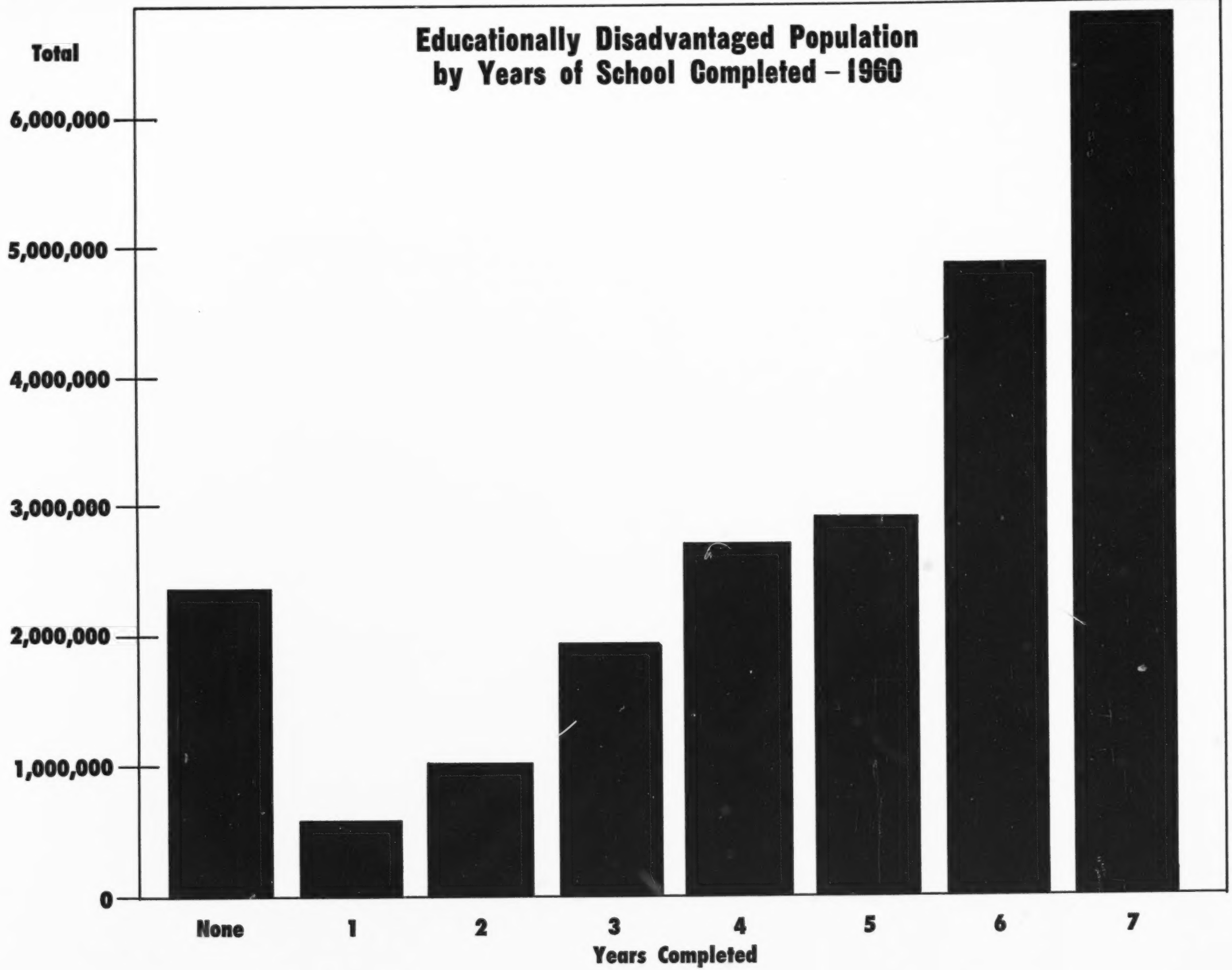


EXHIBIT III


Educationally Disadvantaged Population
by Years of School Completed – 1960
Total
6,000,000
5,000,000
4,000,000
3,000,000
2,000,000
1,000,000
0
None
1
2
3
4
5
6
7
Years Completed

FUTURE

To project the 1960 census data to the year 1968, it was necessary to make several basic assumptions. These assumptions were:

- The death rate for the EDP group will be the same as that for the total population of the United States.

- The ratio between the total population and the Educationally Disadvantaged Population will be the same as it was in 1960 for those individuals under 25 years of age.

With these assumptions, calculations were made to adjust the 1960 population data for the normal death rate for each age group during the same time span between 1960 and 1968. Adjustments were also made to the data on those who became 18 years old after 1960. This produced an estimate of the Educationally Disadvantaged Population in 1968, the Target Population for the solution of the "functionally illiterate" problem.

When these adjustments were made to the 1960 census data, the total Educationally Disadvantaged Population, or the 1968 Target Population, was reduced to about 20.8 million. The 3 percent increase for the accepted error in the 1960 census data raises this total to 21.4 million. This total is approximately 89 percent of the adjusted 1960 Educationally Disadvantaged Population.

If the decrease in the EDP were to continue at this rate, the entire Educationally Disadvantaged Population would disappear by the year 2033. However, such a projection of the 1960 EDP would be distorted by the high death rate of the older age groups in the early years. To develop a realistic picture of the future effects of the birth rates since World War II, it is necessary to carry these projections beyond the year 2000.

To continue the projection of the 1960 census data beyond 1968, it was assumed that the death rate for the Educationally Disadvantaged Population was the same as that for the total population and that it will remain the same as the rates given in the Statistical Abstract of the United States, 1965. Another assumption was that the ratio between the total population and the Educationally Disadvantaged Population will continue its lowest known value, that of the 18 year old group in 1960 which was 6.3 percent of the total population. This assumption was based on the following considerations:

- There is no program of sufficient size to have a significant effect on these estimates.

- The environment of the people in the EDP has been approximately the same since 1957 insofar as encouragement, motivation, opportunities and facilities for continuing their education are concerned. It is assumed that this environment will be changed but little in the future.

- There is a continuing, sizeable rate of dropout in this segment of the formal education system.

- The ratio between the total population and the Educationally Disadvantaged Population of each age group, as shown in Table 1, decreased with the age of the group until 1957 when it apparently stabilized. In that year, the EDP was approximately 6.6 percent of the total population. The following year the EDP portion of the individuals who became 18 years of age was only 6.4 percent of the total population for the age group, but in 1959 the percentage returned to 6.6 percent. In 1960, the year of the census, this ratio dropped to its lowest point; 6.3 percent of the 18 year olds were in the educationally disadvantaged group. This decrease and stabilization are shown in Exhibits IV and V.

Exhibit IV

DISTRIBUTION OF E D P

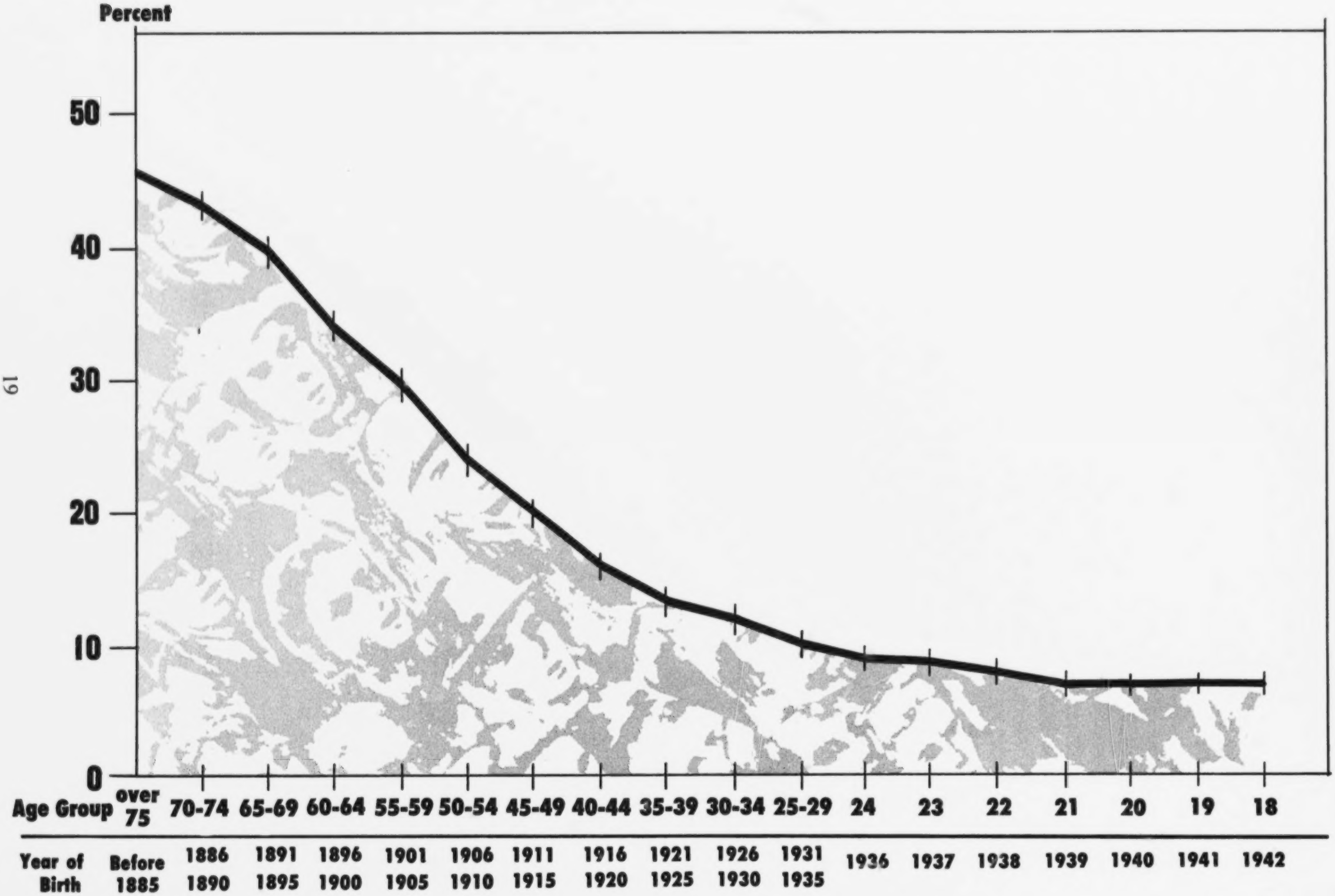
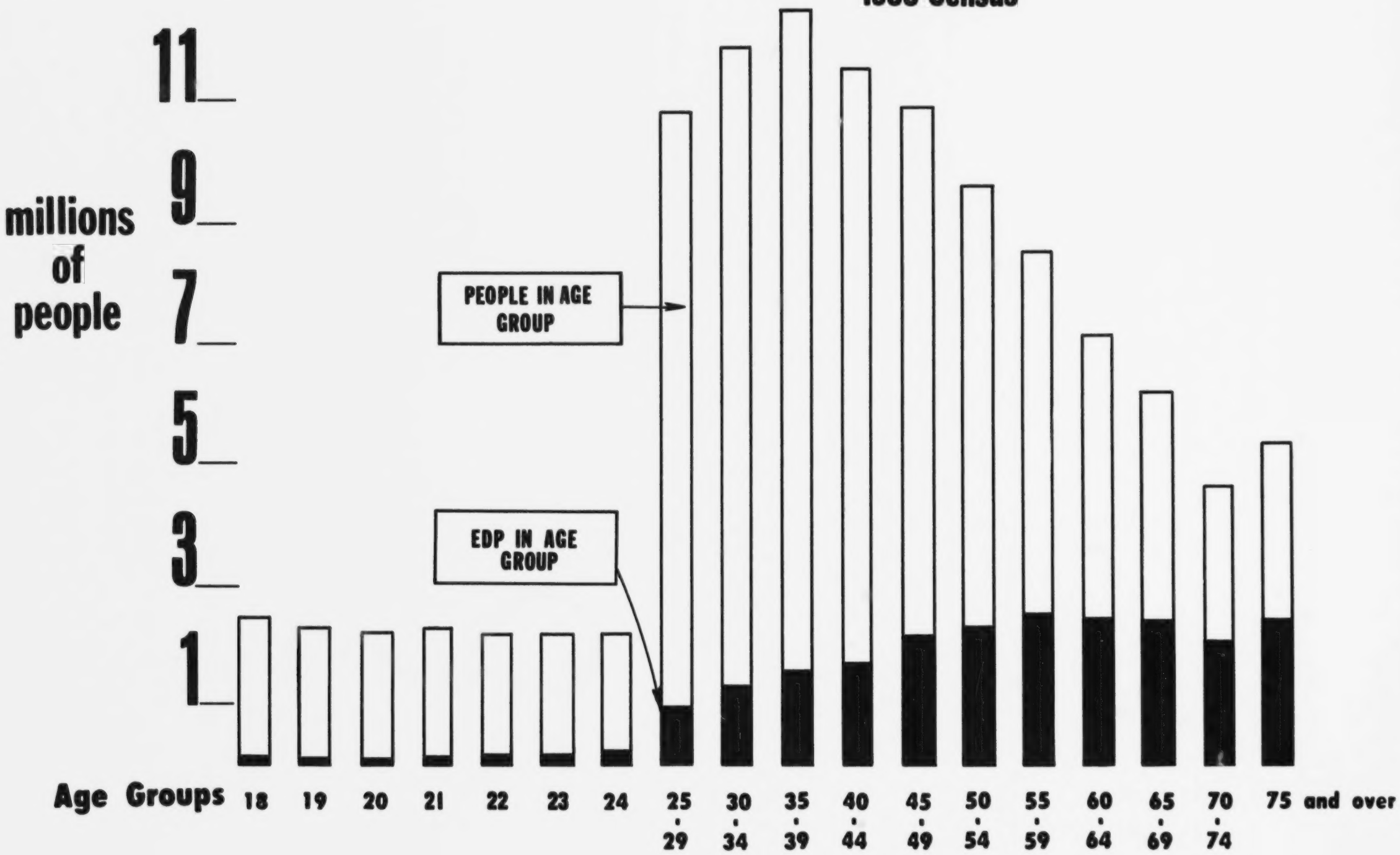


Exhibit V

Distribution of Population

1960 Census

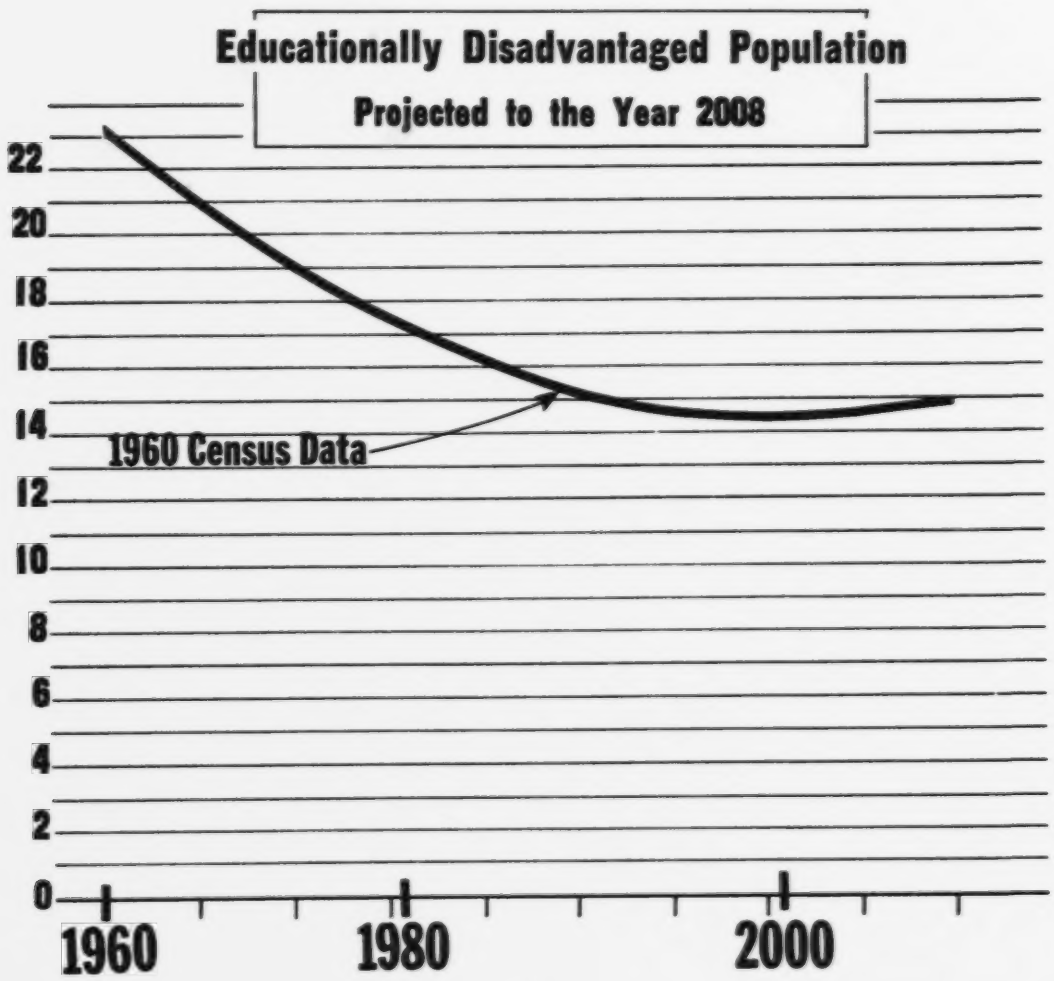


With these assumptions, the data from the 1960 census was projected to year 2008. The results of these calculations are shown graphically in Exhibit VII and summarized in the following:

EXHIBIT VI – PROJECTED EDP

Year	EDP TARGET POPULATION 18 and Over (Millions)	PROJECTION FACTOR (% of 1960 EDP)
1960	23.9	100
1968	21.4	90
1973	19.6	82
1978	18.0	75
1983	16.7	70
1988	15.7	66
1993	15.1	63
1998	14.9	62
2003	15.0	63
2008	15.4	64

EXHIBIT VII

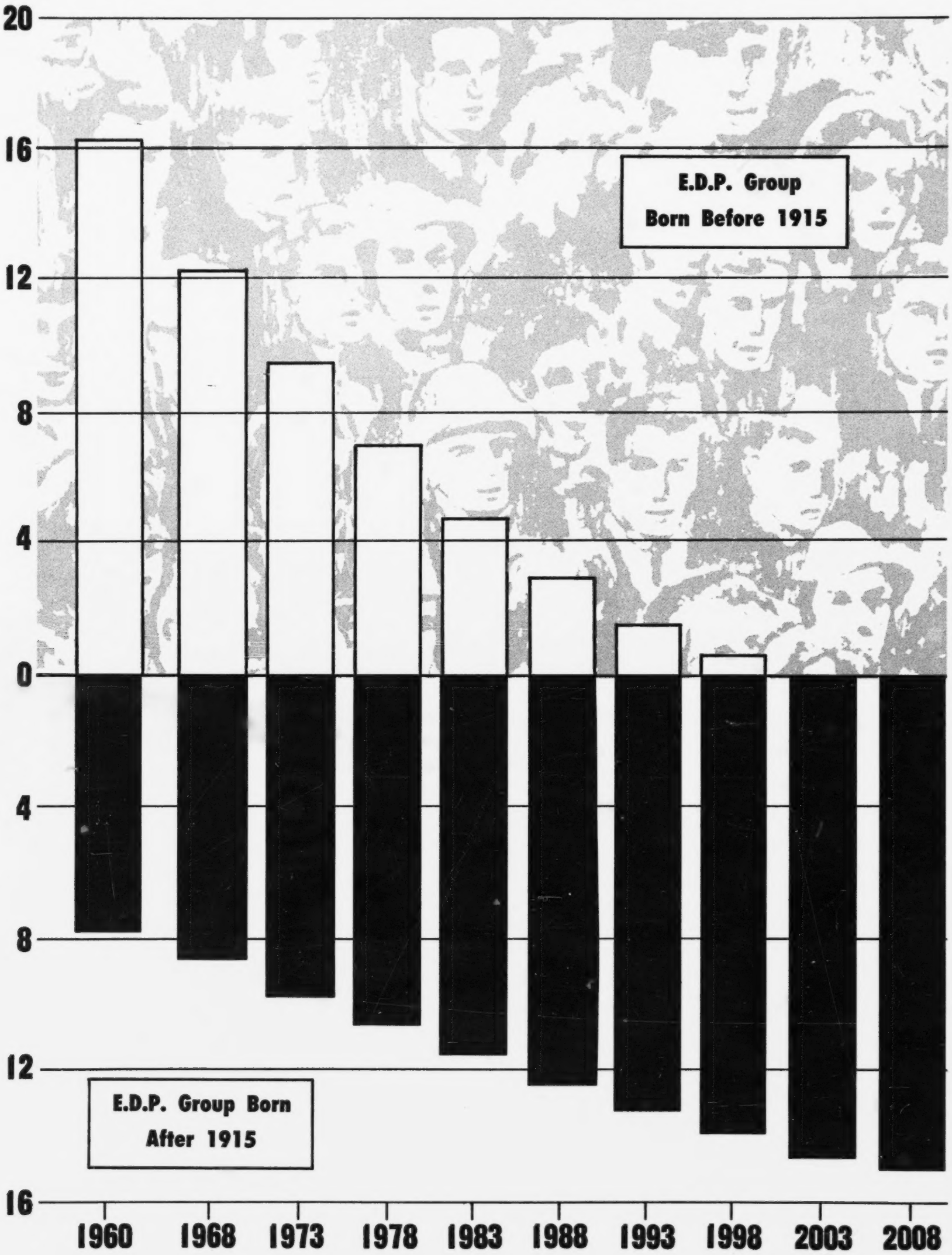


These exhibits show the effect that the death rate of the 70 percent of the EDP over 45 years of age in 1960 will have on the future Target Population. This factor will cause a continual decrease in the Target Population until about 1998. At this time, the Target Population, without an Adult Education Program, would be about 15 million; deaths among those born prior to 1915 will no longer offset the additions to the EDP anticipated from school dropouts. This will cause a reversal in the trend, and the Target Population will begin to increase unless a solution to the problem is provided.

The rate at which the EDP decreases and the time at which it reaches a minimum depend upon the death rates and the school dropout rates. The relationship between these two age groups, those born before 1915 and those born after 1915, and the effect on the Target Population by the death rates is illustrated by the bar graph in Exhibit VIII. This graph illustrates the shift in median age toward the younger age group. After 1998, the older age groups will not have any effect on the Target Population. However, those individuals in the younger age group who drop out of school will continue to increase the Educationally Disadvantaged Population unless special provisions are made to provide them with an opportunity to obtain this education.

Exhibit VIII

Distribution of the Educationally Disadvantaged Population



PLANS FOR THE EDP

The administration and control of any program demands a plan for use as a guideline for program management and a standard for the measurement of the program's accomplishment. The plan should define the program's objectives in terms of:

- Performance
- Time
- Cost

The National Adult Basic Education Program must adopt a plan for the future for the purpose of planning, programming and budgeting. The intermediate program accomplishments achieved under this plan will provide a basis for re-programming on a periodic basis until the long-range objectives are achieved.

The three controlling factors in a program such as this are time, cost and performance or quantity. Specifying two of these factors essentially fixes the third. The Adult Basic Education Branch has selected two factors by specifying a goal of providing 8 grades for the EDP with a 20-year plan.

Planning Objectives

The Adult Education Act of 1966 states that its purpose is to encourage and expand the basic education programs for adults. Presumably, this means all persons over 18 years of age who need this type of education. This population was listed in the 1960 census as containing 24 million people.

The distribution of the EDP shown in Table 1 provides a basis for selecting target groups for a national program. Combining the information from this Table with experience to date with participants in the ABE program resulted in selection of three age groups for alternative plans. The relationships between age group, participation and size of EDP are summarized as follows:

	18 and Over	18-64	20-54
% of EDP in this Age Group	100	70	48
% of Participants now in this Group	100	98	83

The largest program, of course, would include all people within the definition of "Educationally Disadvantaged", i.e. all persons 18 years of age or over who have completed less than 8 years of schooling. The first alternative program is based upon narrowing the target by reducing the maximum age to 64. Experience to date in the Adult Basic Education Program is that very few people over 64 enter the program. By reducing the maximum age to 64, only about 2% of the participants are excluded.

A third alternative, narrowing the eligible ages to 20-54, offers a reduced cost while still including nearly one-half of the EDP. This alternative would also appeal to the bulk of the potential participants since experience shows that about 83% of the current participants are between 20 and 54 years of age.

The performance objective for each of these three alternate programs would be to provide an eighth grade education to each member of these three Educationally Disadvantaged Populations. The unit for measuring the accomplishments of the programs would be a school-grade unit of instruction.

Time Span

Selecting a time span for a program is a compromise. A short time like a year or two is probably not feasible because of the costs and shortage of trained people to conduct a program for over 20 million people. A long time reduces this cost, but it also reduces the number of people reached by the program each year. A twenty year time span was selected as a reasonable compromise. This will allow the performance objective to be achieved within a reasonable and realistic time period in addition to providing for a gradual buildup of the program. To further develop the ABE plan, an intermediate goal of one grade unit of instruction per student per year will be used. It is realized that this goal is often exceeded, but it is a reasonable factor for initial planning and can be modified later when more performance data is available.

Costs

In order to determine the costs of the alternative programs, a cost-per-student was needed. The ABE expenditure per student in 1966 was $80.83, and the estimated expenditure in the 1967 ABE budget was $92.02. This indicates a possible inflation effect, but on the other hand, it seemed reasonable to assume some economies of scale as the ABE program expands. For this reason, an arbitrary average of $86.42 was used to estimate program costs.

Basic Plan

A balanced program plan for the Adult Basic Education Program can be developed through the use of Line Of Balance Scheduling. This method is used in situations where each of a group of objects or persons must pass through a sequence of places or operations to reach a finished stage. This scheduling method is well suited for planning the education of a group of individuals since each of the individuals must receive each grade unit of instruction in sequence before completing the specified level of education.

Using 1960 census data, the EDP was divided into eight groups by the number of years of schooling required to complete the eighth grade (Table 1). Each of the eight groups was divided into sub-groups so that one sub-group from each main group could be entered in the ABE program each year and the last sub-groups would complete at the end of the 20th year. The complete schedule is shown in Table 2.

To illustrate the way in which this schedule was developed, in Tables 1 and 2, consider the group of the EDP requiring one year of schooling. One sub-group can enter and complete in one year. Therefore, this group was divided into 20 sub-groups so that one sub-group could enter at the beginning of each year starting in 1968 and the last sub-group would finish at the end of FY 1987, the 20th year of the plan.

To take a second example, consider the group requiring 8 years of schooling. The last sub-group must be entered at the beginning of the 13th year in order to complete 8 years of schooling in the 20th year. Therefore, this group was divided into 13 sub-groups. A sub-group could enter at the beginning of each of the 13 years, 1968 through 1981. Thereafter, a sub-group would graduate each year until the last sub-group graduated in 1987, the 20th year.

Plans for the Projected EDP

It should be noted that a static EDP was assumed in order to provide a basis for an initial plan. In addition, it is clear that there are other ways of developing alternative programs. This method simply offers a way of spreading an assumed number of participants evenly over the selected time frame. Other ways of "loading the system" are immediately obvious, such as

- constant cost
- constant student load
- rising cost or student load at selected annual rates

The line-of-balance method using equal increments within each group as described was selected for preparing a proposed Balanced Program. This method recognizes the fact that a buildup to peak load is necessary. The line-of-balance method using the 1960 census data for estimating the EDP provides a standard for use in projecting alternative plans and a standard against which to measure actual performance. Clearly, as the participation each year becomes known, new estimates of the EDP and new plans will be required.

With the Standard Balanced Program developed in Table 2, adjustments in total program size and cost were made to account for the expected mortality.

The Census of Population, 1960 and the mortality rates from the Statistical Abstract of the U. S., 1965 were used to project the Educationally Disadvantaged Population through 2008. The projected EDP relative to the static 1960 EDP yielded a projection factor shown in Exhibit VI which was then used to reduce the basic Balanced Program developed in Table 2. This resulted in a Program for the Projected EDP 18 years of age and older.

Experience to date provided a basis for choosing restricted target populations of 18-64 and 20-54. Alternate program plans for these two groups were developed from the basic Plan by applying factors based on the 1960 census data. This data indicates that about 70% of the EDP are in the 18-64 group and about 48% are in the 20-54 group. These factors were used to develop details of the alternate programs shown in Table 3 and Exhibits IX, X, XI and XII.

Exhibit IX

PLANNED ANNUAL SIZE

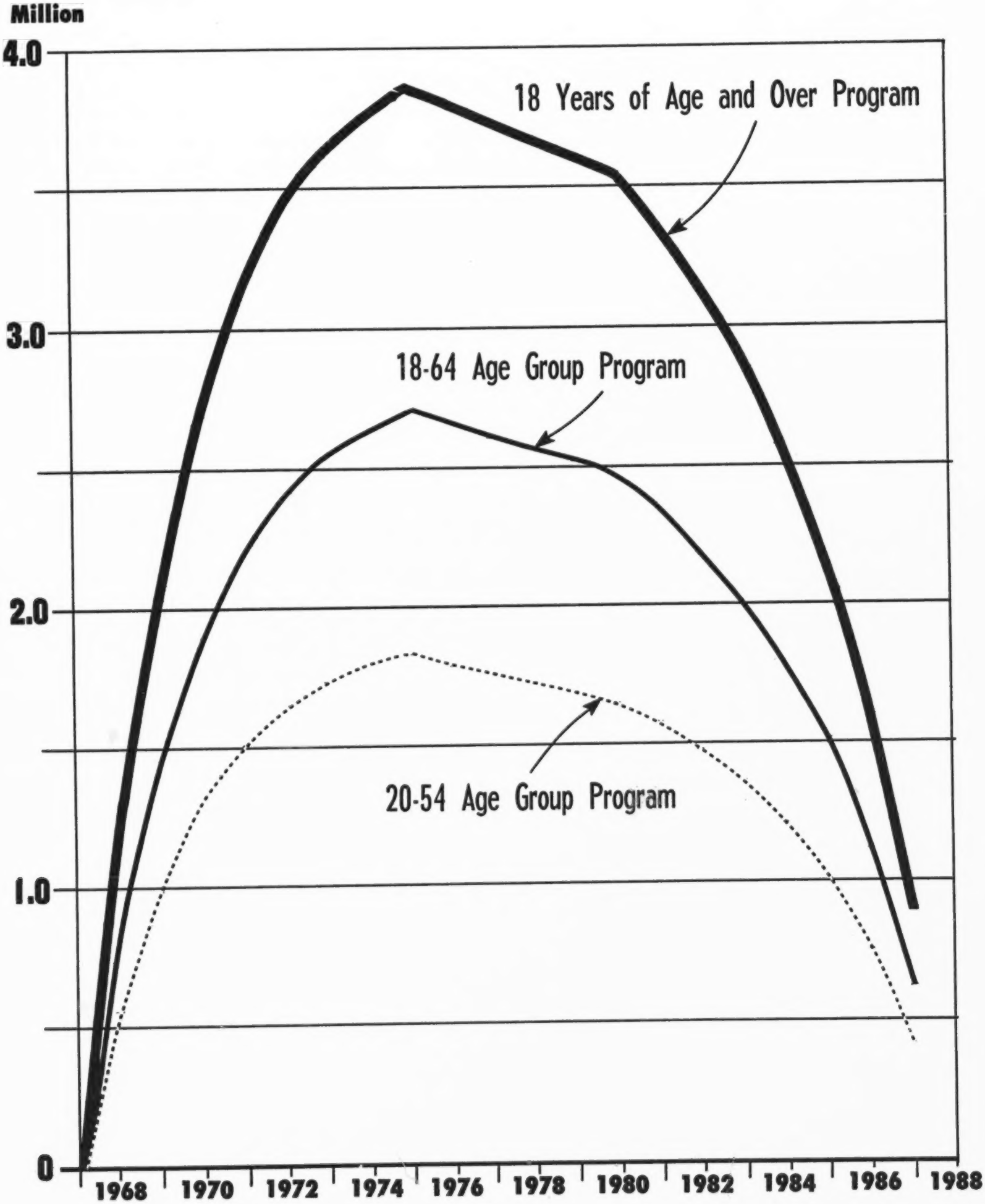


Exhibit X

PLANNED PROGRAM COMPLETIONS

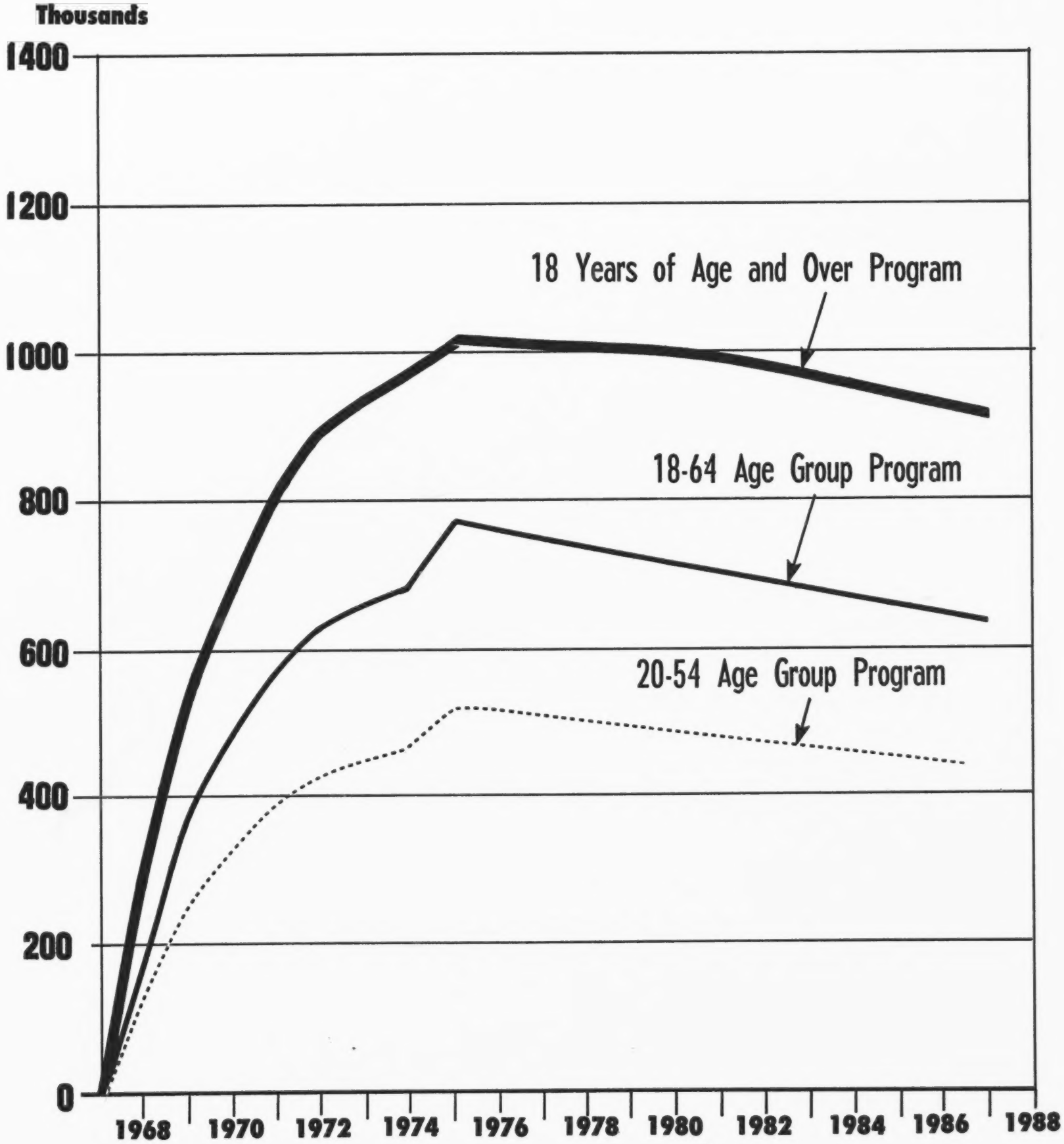


Exhibit XI

CUMULATIVE COMPLETIONS

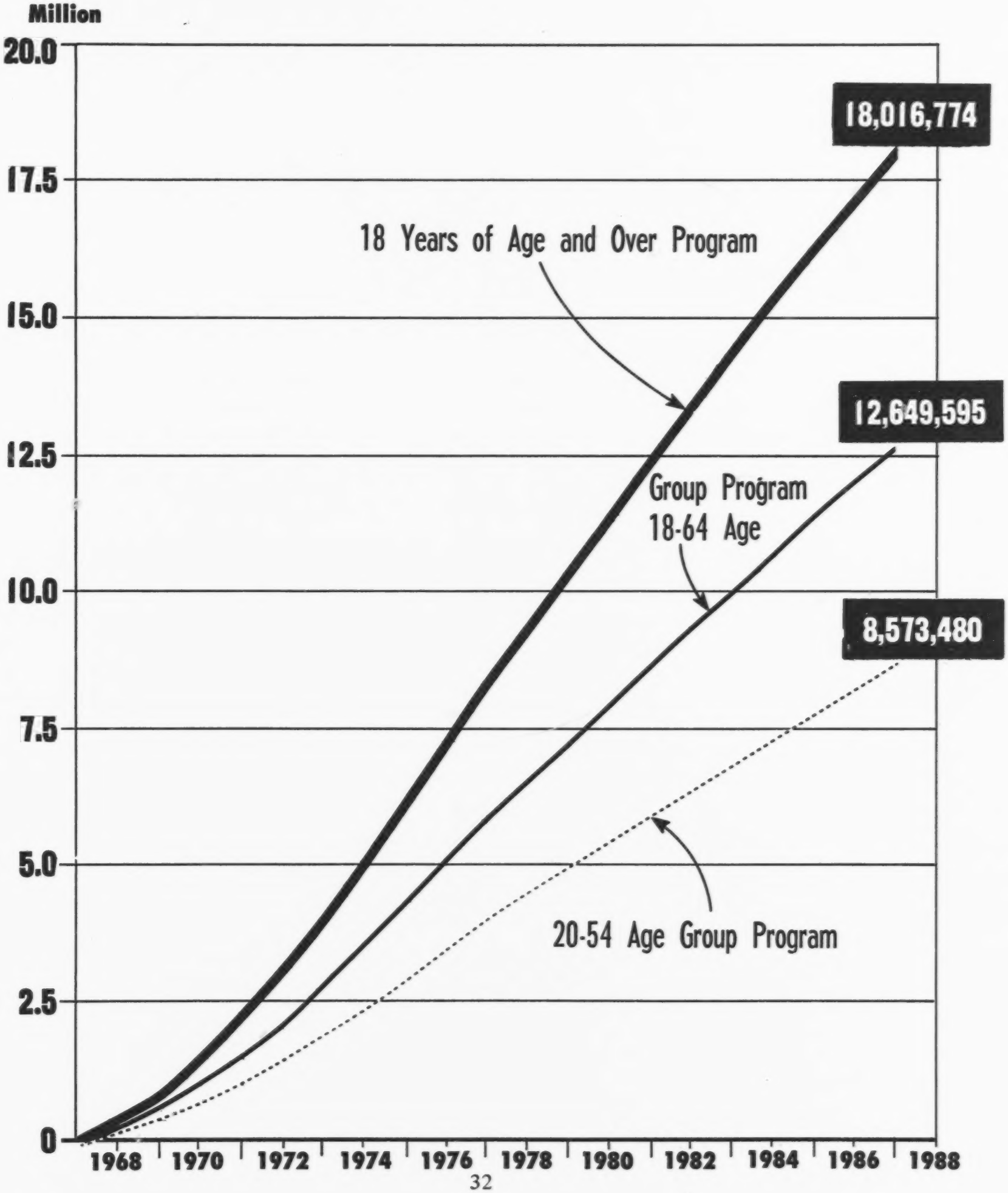
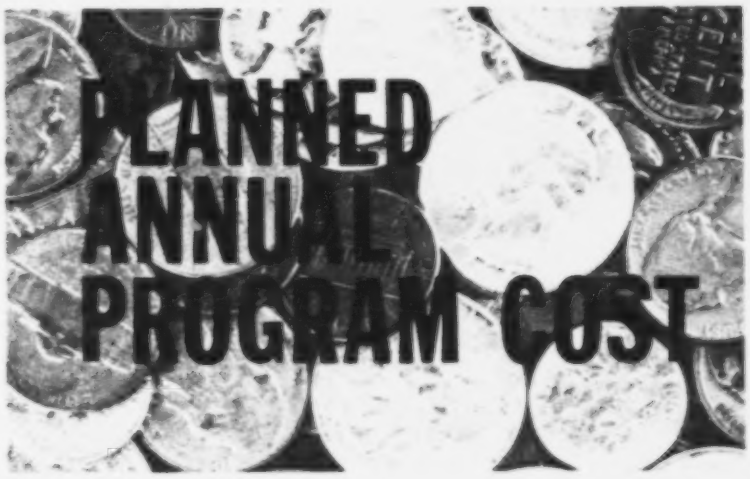
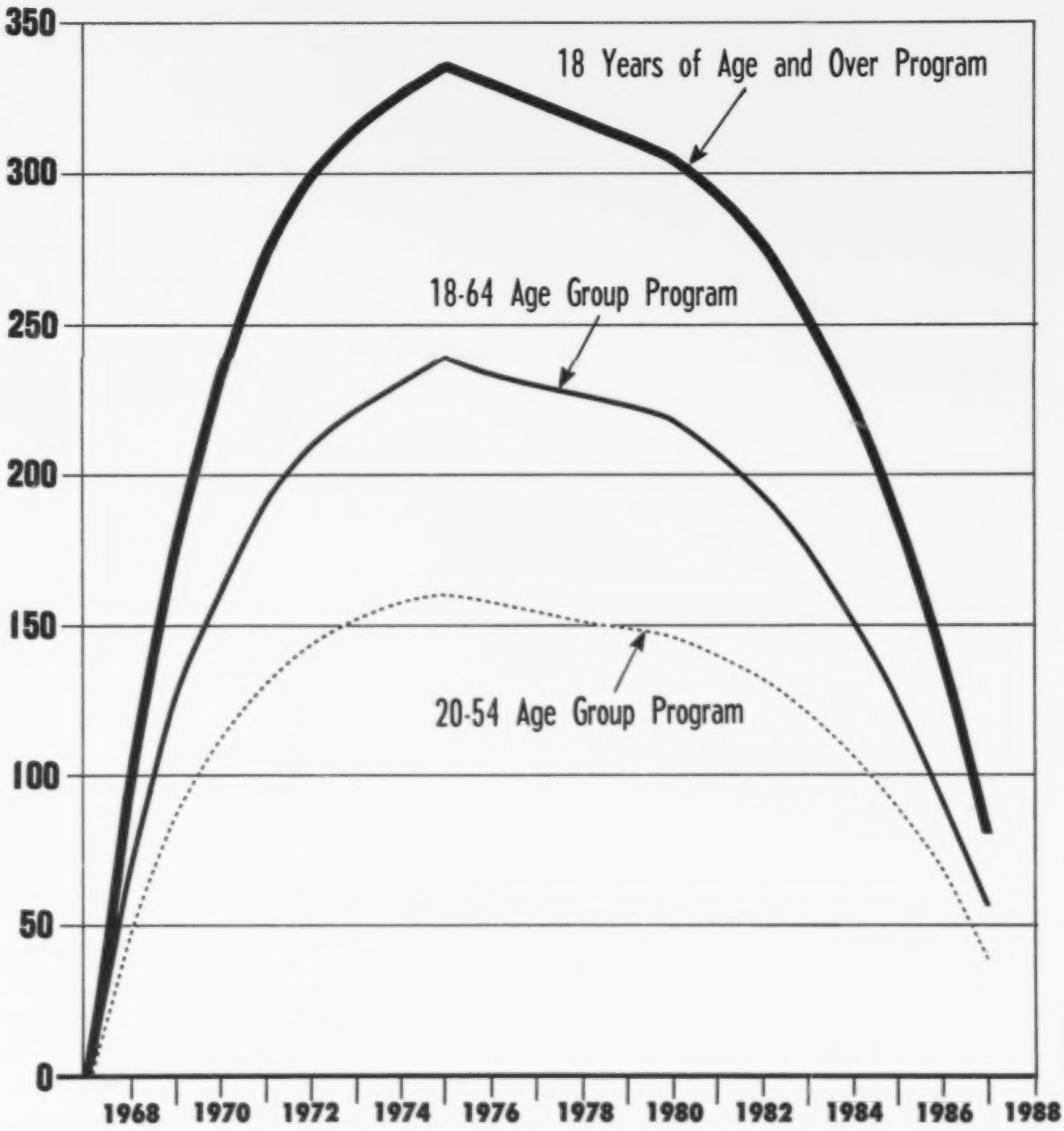


Exhibit XII



Million



COSTS AND BENEFITS

Most of the benefits which might stem from an Adult Basic Education program are subjective or unquantifiable from the present data. One benefit of the ABE Program which can be quantified with some confidence, however, is the increase in income associated with education. The Statistical Abstract of the U. S., 1966 provides a basis for estimating the potential benefit. Table #158 "Annual Mean Income of Males 25 to 64 Years of Age" indicates the annual mean income in 1963 for those with less than 8 years of school was $3641 and for those with 8 years completed was $4921.

A value of annual income increase of $1280 was assumed as a reasonable value for estimating the potential benefit of the ABE program. Using this estimate of $1280, the annual income for graduates of the 18-64 program could be expected to increase from a low of about $300 million during the first year of the program when there are the least number of graduates, to a high of about $1 billion. The relationship between ABE program costs and potential benefits are shown graphically in Exhibits XIII, XIV, and XV.

Table #158 in the Statistical Abstract also provides the basis for another dramatic estimate of the potential benefits of the ABE program. In this table, the Lifetime Income - less than 8 years of school is estimated at $131,000 and the Lifetime Income - 8 years of school completed is estimated at $178,000. Using this difference of $47,000, the potential lifetime income increases for program graduates from a single year rise from a low of $15 billion to a high of about $51 billion.

Using the single criteria of income increase, the potential annual benefits of the ABE program are about 4 times the annual costs. The potential benefits are truly exciting when any sort of estimate is made of the huge pay-offs to the community from the other factors which have not been quantified or considered in this estimate of benefits.

Exhibit XIII

Million

1,400

1,200

1,000

800

600

400

200

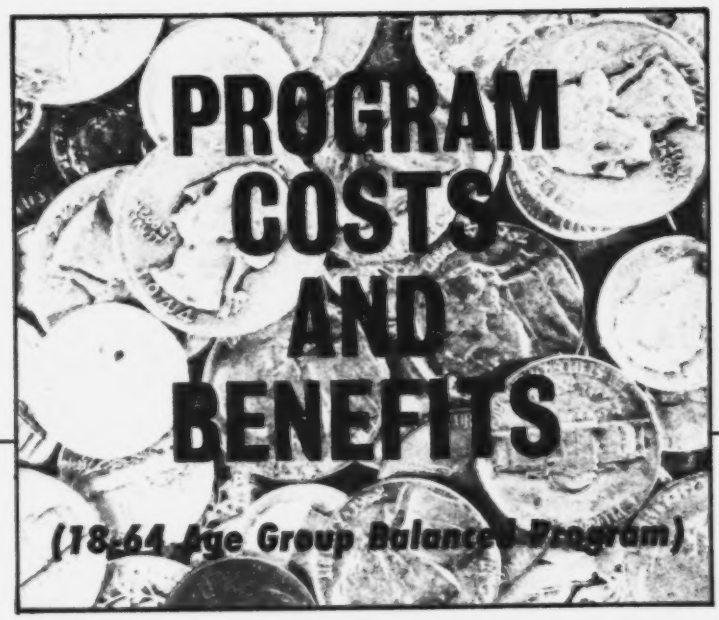
0

Annual Income Increase

Annual Program Cost

1968 1970 1972 1974 1976 1978 1980 1982 1984 1986 1988

Exhibit XIV


PROGRAM
COSTS
AND
BENEFITS
(18-64 Age Group Balanced Program)

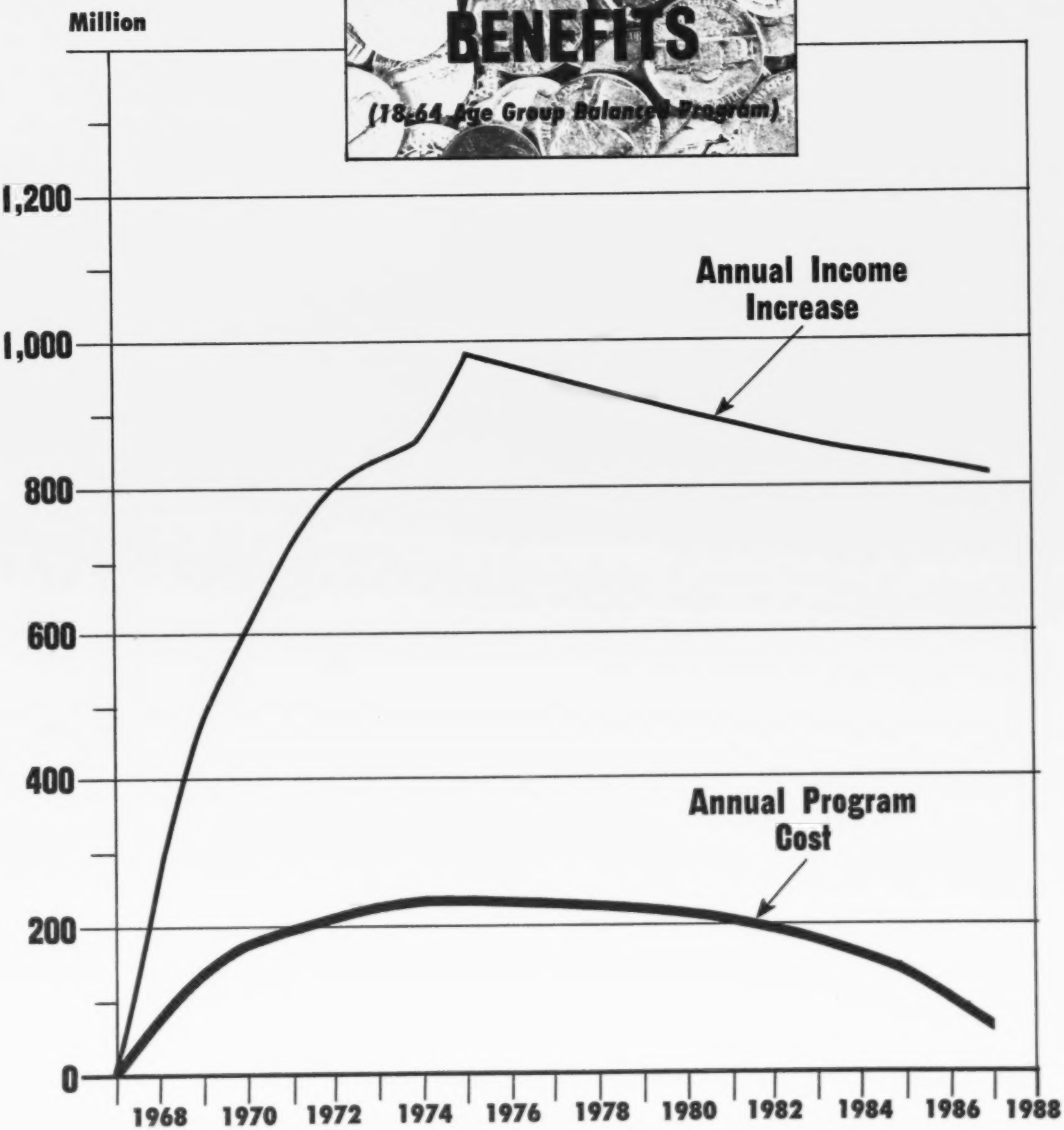
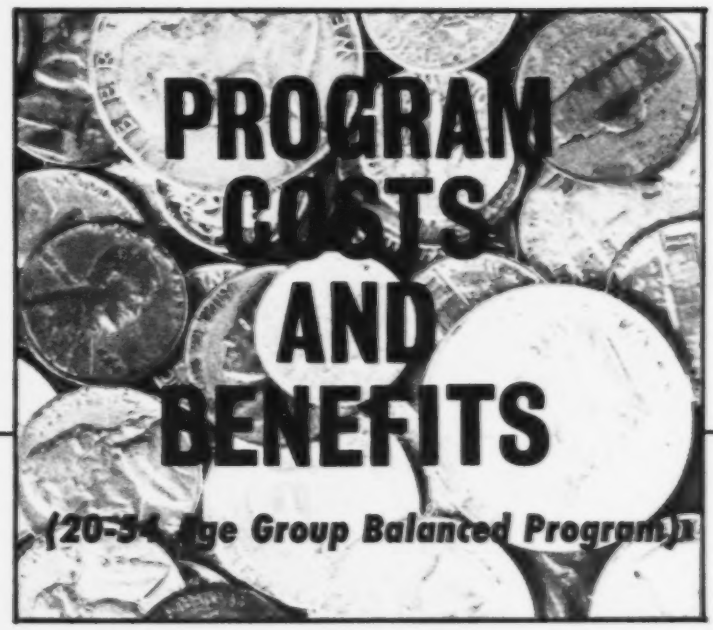
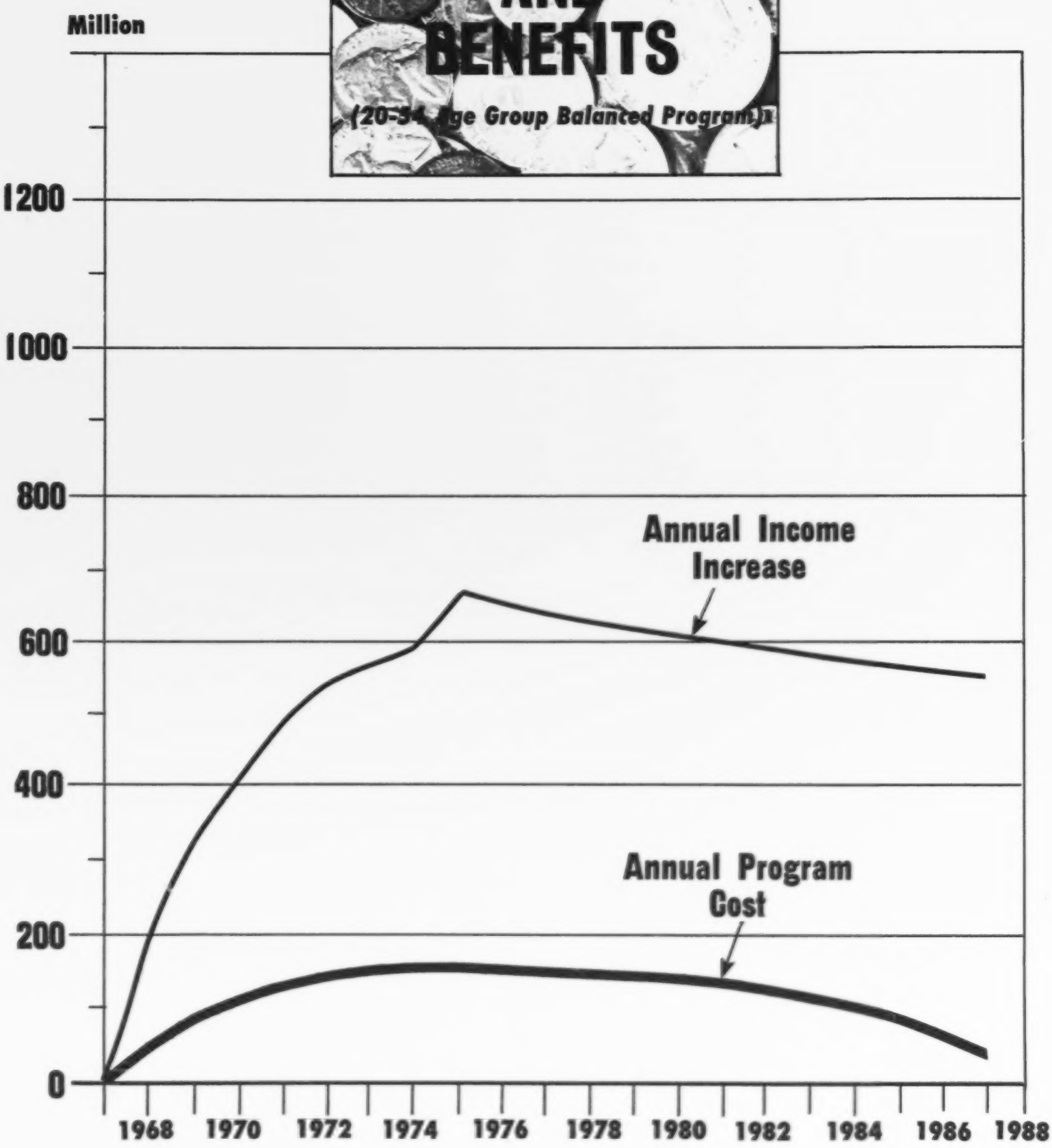

Million
1,200
1,000
800
600
400
200
0
Annual Income
Increase
Annual Program
Cost
1968
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988

Exhibit XV


PROGRAM
COSTS
AND
BENEFITS
(20-54 Age Group Balanced Program)


Million
1200
1000
800
600
400
200
0
Annual Income Increase
Annual Program Cost
1968
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988

SUMMARY

Supplementary materials are developed
by the teachers

Three alternate plans for an Adult Basic Education program have been developed together with estimates of potential benefits based on but one measure, probable increase in income. Many arbitrary assumptions were necessary to develop those plans and they are certainly not the only plans possible. Nonetheless, they offer a basis for generating other plans and for measuring progress of the current programs.

A time span of 20 years and a method for entering equal increments of the EDP groups was used. This resulted in three programs which increase in size and cost from 1968 to 1975 and then taper off. The program which includes all of the EDP as its goal rises to a maximum annual cost of about $335 million in 1975 with about 4 million participants that year. The program which includes the 20-54 age group, about half of the EDP, as its target rises to a maximum annual cost of about $160 million in 1975 with about 2 million participants that year. This program would be planned to graduate about 10 million people.

It is probably unrealistic to plan on reaching every educationally disadvantaged person in the U. S. even if attendance were compulsory. When the program is voluntary, as it is now, there is a lack of interest by people over 65 years of age. They have not taken advantage of the opportunity to improve their education when it has been offered, and they probably will continue to ignore this opportunity. Since about 98% of the present program participants are in the 18-64 age group, the plan developed for this group appears to be a realistic basis for planning. The program would begin at an annual cost of about $75 million with about 900,000 participants and it would increase in size and cost to a maximum of about $235 million and about 2.7 million participants in 1975. The size and cost of this program would decrease thereafter until in the 20th year it would cost about $55 million with about 600,000 participants. The total program would graduate about 13 million people.

Measured only in terms of the single benefit of income, the 18-64 program would probably increase the annual income of its graduates by more than $16 billion.

TABLE 1

Educationally Disadvantaged Population (EDP) – 1960*

(Thousands of People)

Age GROUP	Years of School Completed 0	1	2	3	4	5	6	7	EDP IN EACH AGE GROUP	PEOPLE IN EACH AGE GROUP	PERCENT OF EACH AGE GROUP IN THE EDP	PERCENT OF THE TOTAL EDP IN EACH AGE GROUP
18	12	5	10	8	10	16	31	62	157	2,498	6.3	0.6
19	13	3	8	11	12	17	29	55	151	2,275	6.6	0.6
20	12	3	5	9	12	17	29	53	142	2,190	6.5	0.6
21	11	3	5	8	12	19	30	54	146	2,203	6.6	0.6
22	12	3	6	9	13	20	34	57	157	2,158	7.3	0.7
23	14	3	6	10	15	21	36	60	169	2,106	8.0	0.7
24	13	4	6	11	16	22	37	65	178	2,144	8.3	0.8
25-29	73	23	42	68	96	132	221	368	1,026	10,870	9.4	4.4
30-34	87	30	55	95	134	178	299	487	1,368	11,951	11.4	5.9
35-39	100	37	67	121	171	212	354	541	1,608	12,508	12.9	6.9
40-44	103	41	73	134	189	231	387	619	1,782	11,567	15.4	7.7
45-49	127	48	86	161	228	283	473	758	2,167	10,928	19.8	9.3
50-54	153	52	93	179	253	299	500	767	2,229	9,696	23.7	9.9
55-59	209	62	111	213	300	325	545	769	2,538	8,595	29.5	10.9
60-64	260	59	106	215	303	303	507	646	2,404	7,111	33.9	10.3
65-69	372	67	121	234	331	293	491	553	2,467	6,186	39.9	10.6
70-74	347	55	98	198	279	234	393	400	2,007	4,661	43.1	8.6
75 & Over	438	66	119	246	347	280	470	471	2,440	5,359	45.5	10.5
Total	2,365	571	1,025	1,940	2,729	2,909	4,876	6,795	23,213	116,015		100.
3% Adjustment for Census Error	2,438	589	1,057	2,000	2,814	2,999	5,027	7,005	23,933	119,495		

*Based on 1960 Census

Totals differ from sums of columns due to rounding

TABLE 2

A BALANCED ABE PROGRAM PLAN FOR THE EDUCATIONALLY DISADVANTAGED POPULATION 18 YEARS OF AGE AND OVER

(Thousands of people) – 1960

Education Required	Grade	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
8	1	187	187	187	187	187	187	187	187	187	187	187	187	187							
	2		187	187	187	187	187	187	187	187	187	187	187	187	187						
	3			187	187	187	187	187	187	187	187	187	187	187	187	187					
	4				187	187	187	187	187	187	187	187	187	187	187	187	187				
	5					187	187	187	187	187	187	187	187	187	187	187	187	187			
	6						187	187	187	187	187	187	187	187	187	187	187	187	187		
	7							187	187	187	187	187	187	187	187	187	187	187	187	187	
	8								187	187	187	187	187	187	187	187	187	187	187	187	187
7	2	42	42	42	42	42	42	42	42	42	42	42	42	42	42						
	3		42	42	42	42	42	42	42	42	42	42	42	42	42	42					
	4			42	42	42	42	42	42	42	42	42	42	42	42	42	42				
	5				42	42	42	42	42	42	42	42	42	42	42	42	42	42			
	6					42	42	42	42	42	42	42	42	42	42	42	42	42	42		
	7						42	42	42	42	42	42	42	42	42	42	42	42	42	42	
	8							42	42	42	42	42	42	42	42	42	42	42	42	42	42
6	3	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70					
	4		70	70	70	70	70	70	70	70	70	70	70	70	70	70	70				
	5			70	70	70	70	70	70	70	70	70	70	70	70	70	70	70			
	6				70	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
	7					70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	
	8						70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
5	4	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125				
	5		125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125			
	6			125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125		
	7				125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	
	8					125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
4	5	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165			
	6		165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165		
	7			165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	
	8				165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165	165
3	6	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166		
	7		166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	
	8			166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166
2	7	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	
	8		264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264	264
1	8	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
Program Size		1,372	2,394	3,151	3,742	4,167	4,467	4,696	4,884	4,884	4,884	4,884	4,884	4,884	4,696	4,467	4,167	3,742	3,151	2,394	1,372
Completions – Annual		350	614	781	947	1,072	1,142	1,184	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372
– Cumulative		350	964	1,745	2,692	3,764	4,906	6,090	7,462	8,834	10,206	11,578	12,950	14,322	16,694	17,066	18,438	19,810	21,182	22,554	23,926

Note: Figures do not add due to rounding

TABLE 3

PROGRAM PLANS FOR THE PROJECTED EDP

	18 Years of Age and Older			18-64 Years of Age			20-54 Years of Age		
	Annual Program Partici-pants (Thousands)	Annual Comple-tions (Thousands)	Annual Cost (Millions)	Annual Program Partici-pants (Thousands)	Annual Comple-tions (Thousands)	Annual Cost (Millions)	Annual Program Partici-pants (Thousands)	Annual Comple-tions (Thousands)	Annual Cost (Millions)
1968	1,228	313	106.2	862	220	74.6	584	149	50.5
1969	2,107	541	182.1	1,479	380	127.9	1,003	257	86.7
1970	2,726	676	235.6	1,914	474	165.4	1,297	321	112.1
1971	3,181	805	274.9	2,233	565	193.0	1,513	383	130.8
1972	3,479	895	300.7	2,442	628	211.1	1,655	425	143.1
1973	3,662	936	316.4	2,571	657	222.2	1,742	445	150.6
1974	3,787	955	327.3	2,658	670	229.8	1,802	454	155.7
1975	3,872	1,087	334.7	2,718	763	235.0	1,842	517	159.2
1976	3,806	1,069	329.0	2,672	750	231.0	1,811	508	156.5
1977	3,740	1,050	323.3	2,626	737	227.0	1,780	500	153.8
1978	3,675	1,032	316.0	2,580	724	223.0	1,748	491	151.1
1979	3,621	1,017	313.0	2,542	714	219.8	1,723	484	148.9
1980	3,568	1,002	308.3	2,505	703	216.5	1,698	477	146.7
1981	3,380	987	292.1	2,373	693	205.1	1,608	469	139.0
1982	3,166	972	273.6	2,223	682	192.1	1,506	462	130.2
1983	2,908	946	251.3	2,041	672	176.4	1,383	455	119.6
1984	2,579	934	223.0	1,811	644	156.5	1,227	450	106.1
1985	2,146	922	185.5	1,506	656	130.2	1,021	444	88.3
1986	1,610	911	139.2	1,130	648	97.7	766	439	66.2
1987	911	911	78.8	639	639	55.3	433	433	37.5

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